



EVERETT PUBLIC SCHOOLS ECONOMICS

Course: Economics/AP Macroeconomics (the course sequence satisfies the requirements for both courses)		Total Framework Hours: 180
CIP Code: 450601	<input checked="" type="checkbox"/> Exploratory <input type="checkbox"/> Preparatory	Date Last Modified: 11.2016
Career Cluster: Finance		Cluster Pathway: Business Financial Management

Industry Recognized Certificates:

List possible certificates students can earn in the course

Work-Based Learning:

List WBL opportunities provided in the course

COMPONENTS AND ASSESSMENTS	
Performance Assessments: <ul style="list-style-type: none"> Students will use Naviance to explore careers and build a portfolio that address skills and careers in business and financial management that relates to economics. The process will include job interviews as well as conversations with professionals. 	
Leadership Alignment: Students will build a portfolio that centers on the ability to <u>communicate</u> a student's skills and careers. The portfolio will be made in <u>collaboration</u> with other students in order to achieve a product that matches a student's strengths.	
Standards and Competencies	
Unit: Career Readiness and Exploration	
Industry Standards and/or Competencies	Total Learning Hours for Unit: 20
<ul style="list-style-type: none"> Create and format employment documents – resume, cover letter, follow-up letter, application Understand career choice options and become familiar with media sources that help in this process Be able to complete a job interview as an interviewee and interviewer Understand income earnings potential and education/ training requirements of different occupations 	
Aligned Washington State Learning Standards	
Arts	
Computer Science	
Educational Technology	1.0 INTEGRATION: Students use technology within all content areas to collaborate, communicate, generate innovative ideas, investigate, and solve problems. 1.1 Innovate: Demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. 1.1.1 Generate ideas and create original works for personal and group expression using a variety of digital tools. 1.2 Collaborate: Use digital media and environments to communicate and work collaboratively to support individual learning and contribute to the learning of others.

	<p>1.2.1 Communicate and collaborate to learn with others.</p> <p>1.2.2 Develop cultural understanding and global awareness by engaging with learners of many cultures.</p> <p>1.3 Investigate and Think Critically: Research, manage and evaluate information and solve problems using digital tools and resources.</p> <p>1.3.1 Identify and define authentic problems and significant questions for investigation and plan strategies to guide inquiry.</p> <p>1.3.2 Locate and organize information from a variety of sources and media.</p> <p>1.3.3 Analyze, synthesize, and ethically use information to develop a solution, make informed decisions and report results.</p> <p>1.3.4 Use multiple processes and diverse perspectives to explore alternative solutions.</p> <p>2.0 DIGITAL CITIZENSHIP; Students:</p> <p>2.1 Practice Safety: Demonstrate safe, legal, and ethical behavior in the use of information and technology.</p> <p>2.1.1 Practice personal safety.</p> <p>2.1.2 Practice ethical and respectful behavior.</p> <p>2.2 Operate Systems: Understand technology systems and use hardware and networks to support learning.</p> <p>2.2.1 Develop skills to use technology effectively.</p> <p>2.2.2 Use a variety of hardware to support learning.</p> <p>2.3 Select and Use Applications: Use productivity tools and common applications effectively and constructively.</p> <p>2.3.1 Select and use common applications.</p> <p>2.3.2 Select and use online applications.</p> <p>2.4 Adapt to Change (Technology Fluency): Transfer current knowledge to new and emerging technologies.</p> <p>2.4.1 Formulate and synthesize new knowledge.</p>
English Language Arts	<p>11-12. L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a) Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>b) Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.</p> <p>11-12. L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a) Observe hyphenation conventions.</p> <p>b) Spell correctly.</p> <p>11-12. L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</p> <p>a) Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b) Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</p> <p>c) Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p> <p>d) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>11-12. L.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>11-12.RST.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p> <p>11-12.RST.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p>11-12.RST.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p>

11-12.RST.10 By the end of grade 12, read and comprehend science/technical texts in the grades 11–12 text complexity band independently and proficiently

11-12. SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

a) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b) Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

c) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

d) Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

11-12. SL.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

11-12. SL.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

11-12. SL.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or 11-12. WHST.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

a) Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b) Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

c) Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

d) Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.

e) Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

11-12. WHST.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

11-12. WHST.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

11-12. WHST.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

11-12. WHST.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

11-12. WHST.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate

	information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. 11-12. WHST.9 Draw evidence from informational texts to support analysis, reflection, and research. Appropriate.
Environment & Sustainability	
Financial Education	
Health and Physical Education	
Mathematics	
Science	
Social Studies	

COMPONENTS AND ASSESSMENTS

Performance Assessments:

- Students will take part in small business simulations that explain the relationship between supply and demand. A written test will accompany the assessment.

Leadership Alignment:

Working in small groups, students will come up with unique solutions to the problems presented in the simulations. Through group collaboration an approach to each scenario will be negotiated and the resulting solution will be presented to the classroom, Students will be encouraged to select and use the appropriate form of communication to present their results.

Standards and Competencies

Unit: Allocation of Resources

Industry Standards and/or Competencies

Total Learning Hours for Unit: 30

- Define and give examples of economic wants and needs
- Explain how economic wants are satisfied
- Demonstrate how resources (factors of production) may be used to satisfy economic wants
- Explain why scarcity requires individuals, governments, and societies to make choices
- Define and give examples of the opportunity costs of personal choices
- Apply the decision-making process to the economic choices of an individual, community, and nation
- Correlate the relationship between scarcity or choice and the production possibilities curve
- Evaluate the trade-offs of alternative choices for solving societal problems according to economic goals (e.g., economic growth, equity, efficiency, security, employment, stability, and freedom)
- Suggest what a nation or business should do if economic resources are under-utilized, as shown through the production possibility curve
- Recommend what a nation or business could do to stimulate economic growth.
- Explain how the optimal level of public policy programs are determined
- Demonstrate understanding of rational economic decision making by explaining the costs and benefits of alternative choices in a given situation

Aligned Washington State Learning Standards

Arts	
Computer Science	
Educational Technology	<p>1.0 INTEGRATION: Students use technology within all content areas to collaborate, communicate, generate innovative ideas, investigate, and solve problems.</p> <p>1.1 Innovate: Demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.</p> <p>1.1.1 Generate ideas and create original works for personal and group expression using a variety of digital tools.</p> <p>1.1.2 Use models and simulations to explore systems, identify trends and forecast possibilities.</p>

	<p>1.3 Investigate and Think Critically: Research, manage and evaluate information and solve problems using digital tools and resources.</p> <p>1.3.1 Identify and define authentic problems and significant questions for investigation and plan strategies to guide inquiry.</p> <p>1.3.2 Locate and organize information from a variety of sources and media.</p> <p>1.3.3 Analyze, synthesize, and ethically use information to develop a solution, make informed decisions and report results.</p> <p>1.3.4 Use multiple processes and diverse perspectives to explore alternative solutions.</p> <p>2.0 DIGITAL CITIZENSHIP; Students:</p> <p>2.1 Practice Safety: Demonstrate safe, legal, and ethical behavior in the use of information and technology.</p> <p>2.1.1 Practice personal safety.</p> <p>2.1.2 Practice ethical and respectful behavior.</p> <p>2.2 Operate Systems: Understand technology systems and use hardware and networks to support learning.</p> <p>2.2.1 Develop skills to use technology effectively.</p> <p>2.2.2 Use a variety of hardware to support learning.</p> <p>2.3 Select and Use Applications: Use productivity tools and common applications effectively and constructively.</p> <p>2.3.1 Select and use common applications.</p> <p>2.3.2 Select and use online applications.</p> <p>2.4 Adapt to Change (Technology Fluency): Transfer current knowledge to new and emerging technologies.</p> <p>2.4.1 Formulate and synthesize new knowledge.</p>
English Language Arts	<p>11-12. L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>11-12. L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</p> <p>e) Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>f) Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</p> <p>g) Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p> <p>h) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>11-12. L.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>11-12.RST.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p> <p>11-12.RST.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.</p> <p>11-12.RST.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p>11-12.RST.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p>11-12. SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>e) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>

	<p>f) Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>g) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>h) Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>11-12. SL.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>11-12. SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>11-12. SL.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>11-12. SL.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>11-12. SL.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or 11-12. WHST.1 Write arguments focused on discipline-specific content.</p> <p>a) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p>b) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and biases.</p> <p>c) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e) Provide a concluding statement or section that follows from or supports the argument presented.</p> <p>11-12. WHST.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>f) Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>g) Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>h) Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and</p> <p>11-12. WHST.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>11-12. WHST.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. Appropriate.</p>
Environment & Sustainability	
Financial Education	

Health and Physical Education	
Mathematics	<p>FOUNDATIONS</p> <p>Mathematics Number & Quantity</p> <p>Quantities</p> <p>N-Q.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.</p> <p>N-Q.2 Define appropriate quantities for the purpose of descriptive modeling.</p> <p>N-Q.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p> <p>S – Statistics and Probability</p> <p>S-ID - Interpreting Categorical & Quantitative Data</p> <p>S-ID.1 Represent data with plots on the real number line (dot plots, histograms, and box plots).</p> <p>S-IC - Making Inferences & Justifying Conclusions</p>
Science	
Social Studies	<p><u>Civics</u></p> <p>Component 1.1: Understands key ideals and principles of the United States, including those in the Declaration of Independence, the Constitution, and other fundamental documents.</p> <p>1.1.2 Evaluates relationships between key ideals and historical and current realities. (12)</p> <p>Component 1.2: Understands the purposes, organization, and function of governments, laws, and political systems.</p> <p>1.2.2 Evaluates the effectiveness of the system of checks and balances during a particular administration, court, Congress, or legislature. (11)</p> <p>Component 1.3: Understands the purposes and organization of international relationships and U.S. foreign policy.</p> <p>1.3.1 Analyzes the relationships and tensions between national interests and international issues in the world in the past or present. (9/10)</p> <p>1.3.1 Analyzes and evaluates the causes and effects of U.S. foreign policy on people in the United States and the world in the past or present. (11)</p> <p><u>Economics</u></p> <p>Component 2.1: Understands that people have to make choices between wants and needs and evaluate the outcomes of those choices.</p> <p>2.1.1 Analyzes how the costs and benefits of economic choices have shaped events in the world in the past or present. (9/10)</p> <p>2.1.1 Analyzes the incentives for people's economic choices in the United States in the past or present. (11)</p> <p>2.1.1 Analyzes how economic choices made by groups and individuals in the global economy can impose costs and provide benefits. (12)</p> <p>Component 2.2: Understands how economic systems function.</p> <p>2.2.1 Understands and analyzes how planned and market economies have shaped the production, distribution, and consumption of goods, services, and resources around the world in the past or present. (9/10)</p> <p>2.2.1 Understands that nations have competing philosophies about how best to produce, distribute, and consume goods, services, and resources. (11)</p> <p>Component 2.3: Understands the government's role in the economy.</p> <p>2.3.1 Evaluates the role of the U.S. government in regulating a market economy in the past or present. (11)</p> <p>2.3.1 Evaluates the costs and benefits of governmental fiscal and monetary policies. (12)</p> <p>Component 2.4: Understands the economic issues and problems that all societies face.</p> <p>2.4.1 Analyzes and evaluates how people across the world have addressed issues involved with the distribution of resources and sustainability in the past or present. (9/10)</p> <p>2.4.1 Analyzes and evaluates how people in the United States have addressed issues involved with the distribution of resources and sustainability in the past or present. (11)</p> <p>2.4.1 Analyzes and evaluates how individuals affect and are affected by the distribution of resources and sustainability. (12)</p> <p><u>Geography</u></p>

Component 3.1: Understands the physical characteristics, cultural characteristics, and location of places, regions, and spatial patterns on the Earth's surface.

3.1.2 Analyzes how differences in regions and spatial patterns have emerged in the United States from natural processes and human activities. (11)

Component 3.2: Understands human interaction with the environment

3.2.3 Analyzes the causes and effects of voluntary and involuntary migration in the United States in the past or present. (11)

Component 3.3: Understands the geographic context of global issues.

3.3.1 Understands how the geography of expansion and encounter has shaped global politics and economics in the past or present. (9/10)

3.3.1 Analyzes and evaluates elements of geography to trace the emergence of the United States as a global economic and political force in the past or present. (

History

Component 4.1: Understands historical chronology.

4.1.1 Analyzes change and continuity within a historical time period. (9/10)

Component 4.3: Understands that there are multiple perspectives and interpretations of historical events.

4.3.1 Analyzes differing interpretations of events in U.S. history (1890—present). (11)

4.3.1 Analyzes the motives and interests behind an interpretation of a recent event. (12)

4.3.2 Analyzes the multiple causal factors of conflicts in world history (1450—present). (9/10)

4.3.2 Analyzes multiple causes of events in U.S. history, distinguishing between proximate and long-term causal factors (1890—present). (11)

Component 4.4: Uses history to understand the present and plan for the future.

4.4.1 Analyzes how an understanding of world history can help us prevent problems today. (9/10)

4.4.1 Analyzes how an understanding of U.S. history can help us prevent problems today. (11)

4.4.1 Evaluates positions on a current issue based on an analysis of history. (12)

Component 5.1: Uses critical reasoning skills to analyze and evaluate positions.

5.1.1 Analyzes consequences of positions on an issue or event. (9/10)

5.1.1 Analyzes the underlying assumptions of positions on an issue or event. (11)

Component 5.2: Uses inquiry-based research

5.2.1 Creates and uses research questions that are tied to an essential question to focus inquiry on an idea, issue, or event. (9/10)

5.2.1 Evaluates and revises research questions to refine inquiry on an issue or event. (11)

5.2.2 Evaluates the validity, reliability, and credibility of sources when researching an issue or event. (9/10)

5.2.2 Evaluates the validity, reliability, and credibility of sources when researching an issue or event. (11)

5.2.2 Evaluates the breadth of research to determine the need for new or additional investigation when researching an issue or event. (12)

Component 5.3: Deliberates public issues.

5.3.1 Evaluates one's own viewpoint and the viewpoints of others in the context of a discussion. (9/10)

5.3.1 Creates and articulates possible alternative resolutions to public issues and evaluates these resolutions using criteria that have been identified in the context of a discussion. (11)

Component 5.4: Creates a product that uses social studies content to support a thesis and presents the product in an appropriate manner to a meaningful audience.

COMPONENTS AND ASSESSMENTS

Performance Assessments:

- Students will use a variety of business simulations to understand the major properties of economic systems. The unit will be accompanied by written tests to assure that the concepts are understood.

Leadership Alignment:

The simulations above will require critical thinking and discussion in order to understand the underlying concepts. This will involve comparison of competing systems and analysis of approaches.

Standards and Competencies**Unit:** Economic Systems**Industry Standards and/or Competencies****Total Learning Hours for Unit: 30**

- Explain why societies develop economic systems
- Identify the basic features of different economic systems
- Analyze the major features of the U.S. economic system
- Describe characteristics of a market system (e.g., profit, competitive markets, and private ownership of property)
- Identify questions that must be answered by any economic system (e.g., what is to be produced, how it is to be produced, and for whom it is to be produced)
Compare and contrast the different types of economic systems with primary focus on planned and market systems
- Describe the characteristics of and give examples of a mixed economy
- Illustrate the relationship between individual households, businesses, and government (e.g., circular flow) in making production and distribution decisions in a market-oriented economy
- Explain the role of the entrepreneur as a driving force in the U.S. economy
- Analyze existing economies and how they answer the three questions every economic system must answer
- Explain how change in one component of the circular flow of economic activity affects other components
- Analyze how economic systems, re-sources, and culture affect each other
- Analyze how wages and prices are determined in command and market economies
- Critique command, mixed, and market economies based on the criteria of freedom, efficiency, equity, security, employment, stability, and growth
- Debate the pros and cons of the role of government intervention in the U.S. economy

Aligned Washington State Learning Standards**Arts****Computer Science****Educational Technology**

1.0 INTEGRATION: Students use technology within all content areas to collaborate, communicate, generate innovative ideas, investigate, and solve problems.

1.1 Innovate: Demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

1.1.1 Generate ideas and create original works for personal and group expression using a variety of digital tools.

1.1.2 Use models and simulations to explore systems, identify trends and forecast possibilities.

1.2 Collaborate: Use digital media and environments to communicate and work collaboratively to support individual learning and contribute to the learning of others.

1.2.1 Communicate and collaborate to learn with others.

1.2.2 Develop cultural understanding and global awareness by engaging with learners of many cultures.

1.3 Investigate and Think Critically: Research, manage and evaluate information and solve problems using digital tools and resources.

1.3.1 Identify and define authentic problems and significant questions for investigation and plan strategies to guide inquiry.

1.3.2 Locate and organize information from a variety of sources and media.

1.3.3 Analyze, synthesize, and ethically use information to develop a solution, make informed decisions and report results.

1.3.4 Use multiple processes and diverse perspectives to explore alternative solutions.

2.0 DIGITAL CITIZENSHIP; Students:

2.1 Practice Safety: Demonstrate safe, legal, and ethical behavior in the use of information and technology.

2.1.1 Practice personal safety.

2.1.2 Practice ethical and respectful behavior.

	<p>2.2 Operate Systems: Understand technology systems and use hardware and networks to support learning.</p> <p>2.2.1 Develop skills to use technology effectively.</p> <p>2.2.2 Use a variety of hardware to support learning.</p> <p>2.3 Select and Use Applications: Use productivity tools and common applications effectively and constructively.</p> <p>2.3.1 Select and use common applications.</p> <p>2.3.2 Select and use online applications.</p>
English Language Arts	<p>11-12. L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>11-12. L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</p> <p>i) Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>j) Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</p> <p>k) Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p> <p>l) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>11-12. L.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>11-12.RST.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.</p> <p>11-12.RST.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p>11-12.RST.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p>11-12. SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>i) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>j) Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>k) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>l) Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>11-12. SL.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>11-12. SL.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>11-12. SL.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>

	<p>11-12. SL.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p> <p>11-12. WHST.1 Write arguments focused on discipline-specific content.</p> <p>f) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p>g) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>h) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>11-12. WHST.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>11-12. WHST.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>11-12. WHST.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>11-12. WHST.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>
Environment & Sustainability	
Financial Education	
Health and Physical Education	
Mathematics	<p>FOUNDATIONS</p> <p>Mathematics Number & Quantity</p> <p>Quantities</p> <p>N-Q.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.</p> <p>N-Q.2 Define appropriate quantities for the purpose of descriptive modeling.</p> <p>N-Q.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p> <p>S – Statistics and Probability</p> <p>S-ID - Interpreting Categorical & Quantitative Data</p> <p>S-ID.1 Represent data with plots on the real number line (dot plots, histograms, and box plots).</p> <p>S-IC - Making Inferences & Justifying Conclusions</p>
Science	
Social Studies	<p><u>Civics</u></p> <p>1.1.2 Evaluates relationships between key ideals and historical and current realities. (12)</p> <p>Component 1.2: Understands the purposes, organization, and function of governments, laws, and political systems.</p> <p>1.2.2 Evaluates the effectiveness of the system of checks and balances during a particular administration, court, Congress, or legislature. (11)</p> <p><u>Economics</u></p> <p>Component 2.1: Understands that people have to make choices between wants and needs and evaluate the outcomes of those choices.</p> <p>2.1.1 Analyzes the incentives for people's economic choices in the United States in the past or present. (11)</p> <p>2.1.1 Analyzes how economic choices made by groups and individuals in the global economy can impose costs and provide benefits. (12)</p> <p>Component 2.2: Understands how economic systems function.</p>

2.2.1 Understands and analyzes how planned and market economies have shaped the production, distribution, and consumption of goods, services, and resources around the world in the past or present. (9/10)

2.2.1 Understands that nations have competing philosophies about how best to produce, distribute, and consume goods, services, and resources. (11)

2.2.1 Analyzes and evaluates the advantages and disadvantages of different economic systems for countries and groups of people (12)

2.2.2 Analyzes how and why countries have specialized in the production of particular goods and services in the past or present. (9/10)

2.2.2 Analyzes how comparative advantage has affected U.S. imports and exports in the past or present. (11)

2.2.2 Analyzes and evaluates the effects of specialization on global trade. (12)

Component 2.3: Understands the government's role in the economy.

2.3.1 Evaluates the role of the U.S. government in regulating a market economy in the past or present. (11)

2.3.1 Evaluates the costs and benefits of governmental fiscal and monetary policies. (12)

Component 2.4: Understands the economic issues and problems that all societies face.

2.4.1 Analyzes and evaluates how people in the United States have addressed issues involved with the distribution of resources and sustainability in the past or present. (11)

2.4.1 Analyzes and evaluates how individuals affect and are affected by the distribution of resources and sustainability. (12)

Geography

Component 3.3: Understands the geographic context of global issues.

3.3.1 Understands how the geography of expansion and encounter has shaped global politics and economics in the past or present. (9/10)

3.3.1 Analyzes and evaluates elements of geography to trace the emergence of the United States as a global economic and political force in the past or present. (

History

Component 4.1: Understands historical chronology.

4.1.1 Analyzes change and continuity within a historical time period. (9/10)

4.4.1 Analyzes how an understanding of world history can help us prevent problems today. (9/10)

4.4.1 Analyzes how an understanding of U.S. history can help us prevent problems today. (11)

4.4.1 Evaluates positions on a current issue based on an analysis of history. (12)

Component 5.1: Uses critical reasoning skills to analyze and evaluate positions.

5.1.1 Analyzes consequences of positions on an issue or event. (9/10)

5.1.1 Analyzes the underlying assumptions of positions on an issue or event. (11)

5.1.2 Evaluates the precision of a position on an issue or event. (9/10)

Component 5.2: Uses inquiry-based research

5.2.1 Creates and uses research questions that are tied to an essential question to focus inquiry on an idea, issue, or event. (9/10)

5.2.1 Evaluates and revises research questions to refine inquiry on an issue or event. (11)

5.2.2 Evaluates the validity, reliability, and credibility of sources when researching an issue or event. (9/10)

5.2.2 Evaluates the validity, reliability, and credibility of sources when researching an issue or event. (11)

5.3.1 Evaluates one's own viewpoint and the viewpoints of others in the context of a discussion. (9/10)

5.3.1 Creates and articulates possible alternative resolutions to public issues and evaluates these resolutions using criteria that have been identified in the context of a discussion. (11)

5.3.1 Evaluates how the discussion and the proposed alternative resolutions changed or solidified one's own position on public issues. (12)

COMPONENTS AND ASSESSMENTS

Performance Assessments:

- The standards below will be assessed through discussion and questions that target the components through classroom activities and assessments.

Leadership Alignment:

Students will be required to contact and communicate with business leaders to understand the supply and demand components within their business. Each class will compare these components and present findings to the class as a whole.

Standards and Competencies

Unit: Markets Prices and Structures

Industry Standards and/or Competencies

Total Learning Hours for Unit: 40

- Describe how different prices affect the buying and selling decisions of consumers and producers
- Explain how prices are used to ration limited resources, goods, and services in the U.S. economy
- Explain the law of demand, law of supply, and equilibrium price
- Analyze the relationship of price to scarcity when prices are set by the market forces of supply and demand
- Identify determinants of supply and demand
- Graph the supply and demand curves that show increases and decreases in quantity supplied and quantity demanded
- Graph the supply and demand curves that show increases and decreases in quantity supplied and quantity demanded
- Graph the supply and demand curves when there are increases and decreases in supply and demand and explain why these changes occur
- Illustrate how a change in price affects quantity demanded or quantity supplied
- Explain how the equilibrium price changes according to changes in supply or demand
- Calculate the elasticity coefficient for price changes of various goods and services
- Explain the effect of derived demand of labor-on-labor supply and wages
- Illustrate the effect of substitute or complementary goods on supply and demand
- Explain why changes in prices of resources create incentives/disincentives for resource allocation in the U.S. economy
- Explain how efficient production and allocation of goods and services in a market economy are based on pricing information
- Describe the concept of elasticity and inelasticity
- Explain how a market reacts to governmental intervention (e.g., ceilings, floors, and regulations)
- Explain how a market reacts to shortages and surpluses
- Explain how the equilibrium price changes according to changes in supply or demand
- Illustrate how a change in price affects quantity demanded or quantity supplied

Aligned Washington State Learning Standards**Arts****Computer Science****Educational Technology**

1.0 INTEGRATION: Students use technology within all content areas to collaborate, communicate, generate innovative ideas, investigate, and solve problems.

1.1 Innovate: Demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

1.1.1 Generate ideas and create original works for personal and group expression using a variety of digital tools.

1.1.2 Use models and simulations to explore systems, identify trends and forecast possibilities.

1.2 Collaborate: Use digital media and environments to communicate and work collaboratively to support individual learning and contribute to the learning of others.

1.2.1 Communicate and collaborate to learn with others.

1.2.2 Develop cultural understanding and global awareness by engaging with learners of many cultures.

1.3 Investigate and Think Critically: Research, manage and evaluate information and solve problems using digital tools and resources.

1.3.1 Identify and define authentic problems and significant questions for investigation and plan strategies to guide inquiry.

1.3.2 Locate and organize information from a variety of sources and media.

1.3.3 Analyze, synthesize, and ethically use information to develop a solution, make informed decisions and report results.

	<p>1.3.4 Use multiple processes and diverse perspectives to explore alternative solutions.</p> <p>2.0 DIGITAL CITIZENSHIP; Students:</p> <p>2.1 Practice Safety: Demonstrate safe, legal, and ethical behavior in the use of information and technology.</p> <p>2.1.1 Practice personal safety.</p> <p>2.1.2 Practice ethical and respectful behavior.</p> <p>2.2 Operate Systems: Understand technology systems and use hardware and networks to support learning.</p> <p>2.2.1 Develop skills to use technology effectively.</p> <p>2.3 Select and Use Applications: Use productivity tools and common applications effectively and constructively.</p> <p>2.3.1 Select and use common applications.</p> <p>2.3.2 Select and use online applications.</p>
English Language Arts	<p>11-12. L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>11-12. L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</p> <p>m) Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>n) Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</p> <p>o) Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p> <p>P0 Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>11-12. L.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression</p> <p>11-12.RST.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p> <p>11-12.RST.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.</p> <p>11-12.RST.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p>11-12.RST.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p>11-12. SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>m) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>n) Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>o) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>p) Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>

	<p>11-12. SL.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>11-12. SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>11-12. SL.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>11-12. SL.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>11-12. SL.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p> <p>11-12. WHST.1 Write arguments focused on discipline-specific content.</p> <p>i) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p>j) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>k) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>l) Provide a concluding statement or section that follows from or supports the argument presented.</p> <p>11-12. WHST.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>11-12. WHST.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>11-12. WHST.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>11-12. WHST.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>11-12. WHST.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>
Environment & Sustainability	
Financial Education	
Health and Physical Education	
Mathematics	<p>FOUNDATIONS</p> <p>Mathematics Number & Quantity</p> <p>Quantities</p> <p>N-Q.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.</p> <p>N-Q.2 Define appropriate quantities for the purpose of descriptive modeling.</p> <p>N-Q.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p> <p>S – Statistics and Probability</p> <p>S-ID - Interpreting Categorical & Quantitative Data</p> <p>S-ID.1 Represent data with plots on the real number line (dot plots, histograms, and box plots).</p> <p>S-IC - Making Inferences & Justifying Conclusions</p>
Science	

<p>Social Studies</p>	<p><u>Civics</u> Component 1.1: Understands key ideals and principles of the United States, including those in the Declaration of Independence, the Constitution, and other fundamental documents. 1.1.2 Evaluates relationships between key ideals and historical and current realities. (12) Component 1.2: Understands the purposes, organization, and function of governments, laws, and political systems. 1.2.2 Evaluates the effectiveness of the system of checks and balances during a particular administration, court, Congress, or legislature. (11) Component 1.3: Understands the purposes and organization of international relationships and U.S. foreign policy. 1.3.1 Analyzes the relationships and tensions between national interests and international issues in the world in the past or present. (9/10) 1.3.1 Analyzes and evaluates the causes and effects of U.S. foreign policy on people in the United States and the world in the past or present. (11) <u>Economics</u> Component 2.1: Understands that people have to make choices between wants and needs and evaluate the outcomes of those choices. 2.1.1 Analyzes how the costs and benefits of economic choices have shaped events in the world in the past or present. (9/10) 2.1.1 Analyzes the incentives for people's economic choices in the United States in the past or present. (11) 2.1.1 Analyzes how economic choices made by groups and individuals in the global economy can impose costs and provide benefits. (12) Component 2.2: Understands how economic systems function. 2.2.1 Understands and analyzes how planned and market economies have shaped the production, distribution, and consumption of goods, services, and resources around the world in the past or present. (9/10) 2.2.1 Understands that nations have competing philosophies about how best to produce, distribute, and consume goods, services, and resources. (11) 2.2.1 Analyzes and evaluates the advantages and disadvantages of different economic systems for countries and groups of people (12) 2.2.2 Analyzes how and why countries have specialized in the production of particular goods and services in the past or present. (9/10) 2.2.2 Analyzes how comparative advantage has affected U.S. imports and exports in the past or present. (11) 2.2.2 Analyzes and evaluates the effects of specialization on global trade. (12) Component 2.3: Understands the government's role in the economy. 2.3.1 Analyzes the costs and benefits of government trade policies from around the world in the past or present. (9/10) 2.3.1 Evaluates the role of the U.S. government in regulating a market economy in the past or present. (11) 2.3.1 Evaluates the costs and benefits of governmental fiscal and monetary policies. (12) Component 2.4: Understands the economic issues and problems that all societies face. 2.4.1 Analyzes and evaluates how people across the world have addressed issues involved with the distribution of resources and sustainability in the past or present. (9/10) 2.4.1 Analyzes and evaluates how people in the United States have addressed issues involved with the distribution of resources and sustainability in the past or present. (11) 2.4.1 Analyzes and evaluates how individuals affect and are affected by the distribution of resources and sustainability. (12) <u>Geography</u> Component 3.1: Understands the physical characteristics, cultural characteristics, and location of places, regions, and spatial patterns on the Earth's surface. 3.1.2 Analyzes how differences in regions and spatial patterns have emerged in the United States from natural processes and human activities. (11) 3.1.2 Evaluates the complexities of regions and problems involved in defining those regions. (12) Component 3.2: Understands human interaction with the environment</p>
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	<p>3.2.1 Analyzes and evaluates human interaction with the environment across the world in the past or present. (9/10)</p> <p>3.2.2 Analyzes cultural interactions. (11)</p> <p>3.2.2 Analyzes and evaluates the social and political factors affecting cultural interactions. (12)</p> <p>3.2.3 Analyzes the causes and effects of voluntary and involuntary migration in the United States in the past or present. (11)</p> <p>Component 3.3: Understands the geographic context of global issues.</p> <p>3.3.1 Understands how the geography of expansion and encounter has shaped global politics and economics in the past or present. (9/10)</p> <p>3.3.1 Analyzes and evaluates elements of geography to trace the emergence of the United States as a global economic and political force in the past or present. (</p> <p><u>History</u></p> <p>Component 4.1: Understands historical chronology.</p> <p>4.1.1 Analyzes change and continuity within a historical time period. (9/10)</p> <p>Component 4.3: Understands that there are multiple perspectives and interpretations of historical events.</p> <p>4.3.1 Analyzes differing interpretations of events in U.S. history (1890—present). (11)</p> <p>4.3.1 Analyzes the motives and interests behind an interpretation of a recent event. (12)</p> <p>4.3.2 Analyzes the multiple causal factors of conflicts in world history (1450—present). (9/10)</p> <p>4.3.2 Analyzes multiple causes of events in U.S. history, distinguishing between proximate and long-term causal factors (1890—present). (11)</p> <p>Component 4.4: Uses history to understand the present and plan for the future.</p> <p>4.4.1 Evaluates positions on a current issue based on an analysis of history. (12)</p> <p>Component 5.1: Uses critical reasoning skills to analyze and evaluate positions.</p> <p>5.1.1 Analyzes consequences of positions on an issue or event. (9/10)</p> <p>5.1.2 Evaluates the depth of a position on an issue or event. (11)</p> <p>Component 5.2: Uses inquiry-based research</p> <p>5.2.1 Creates and uses research questions that are tied to an essential question to focus inquiry on an idea, issue, or event. (9/10)</p> <p>5.2.1 Evaluates and revises research questions to refine inquiry on an issue or event. (11)</p> <p>5.2.2 Evaluates the validity, reliability, and credibility of sources when researching an issue or event. (9/10)</p> <p>5.2.2 Evaluates the validity, reliability, and credibility of sources when researching an issue or event. (11)</p> <p>5.2.2 Evaluates the breadth of research to determine the need for new or additional investigation when researching an issue or event. (12)</p> <p>Component 5.3: Deliberates public issues.</p> <p>5.3.1 Evaluates one's own viewpoint and the viewpoints of others in the context of a discussion. (9/10)</p> <p>5.3.1 Creates and articulates possible alternative resolutions to public issues and evaluates these resolutions using criteria that have been identified in the context of a discussion. (11)</p> <p>5.3.1 Evaluates how the discussion and the proposed alternative resolutions changed or solidified one's own position on public issues. (12)</p> <p>Component 5.4: Creates a product that uses social studies content to support a thesis and presents the product in an appropriate manner to a meaningful audience.</p> <p>5.4.1 Evaluates multiple reasons or factors to develop a position paper or presentation. (9/10)</p> <p>5.4.1 Evaluates and interprets other points of view on an issue within a paper or presentation. (11)</p> <p>5.4.1 Evaluates positions and evidence to make one's own decisions in a paper or presentation. (12)</p> <p>5.4.2 Creates strategies to avoid plagiarism and respects intellectual property when developing a paper or presentation. (9/10)</p>
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COMPONENTS AND ASSESSMENTS

Performance Assessments:

- Virtual Business-Personal Finance Simulation
- Research Report

- Written Tests
- Quizzes

Leadership Alignment:

Students will work in small groups to analyze the simulations and provide explanations for the economic behaviors observed. Critical thinking will be encouraged through the analysis of student approach toward finances.

Standards and Competencies

Unit: Personal Finance & Investments

Industry Standards and/or Competencies

Total Learning Hours for Unit: 60

- 1.1 Identify sources of income
- 1.2 Identify expenses
- 1.3 Create a monthly estimated budget
- 1.4 Understand principles of simple and compound interest
- 1.5 Be able to identify differences between checking accounts and financial instruments offered by the banking industry
- 1.6 Understand benefits, negative consequences and responsibility of consumer credit
- 1.7 Understand insurance basics and the purpose of risk management in financial planning

Aligned Washington State Learning Standards**Arts****Computer Science****Educational Technology**

1.0 INTEGRATION: Students use technology within all content areas to collaborate, communicate, generate innovative ideas, investigate, and solve problems.

1.1 Innovate: Demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

1.1.1 Generate ideas and create original works for personal and group expression using a variety of digital tools.

1.1.2 Use models and simulations to explore systems, identify trends and forecast possibilities.

1.2 Collaborate: Use digital media and environments to communicate and work collaboratively to support individual learning and contribute to the learning of others.

1.2.1 Communicate and collaborate to learn with others.

1.2.2 Develop cultural understanding and global awareness by engaging with learners of many cultures.

1.3 Investigate and Think Critically: Research, manage and evaluate information and solve problems using digital tools and resources.

1.3.1 Identify and define authentic problems and significant questions for investigation and plan strategies to guide inquiry.

1.3.2 Locate and organize information from a variety of sources and media.

1.3.3 Analyze, synthesize, and ethically use information to develop a solution, make informed decisions and report results.

1.3.4 Use multiple processes and diverse perspectives to explore alternative solutions.

2.0 DIGITAL CITIZENSHIP; Students:

2.1 Practice Safety: Demonstrate safe, legal, and ethical behavior in the use of information and technology.

2.1.1 Practice personal safety.

2.1.2 Practice ethical and respectful behavior.

2.2 Operate Systems: Understand technology systems and use hardware and networks to support learning.

2.2.1 Develop skills to use technology effectively.

2.2.2 Use a variety of hardware to support learning.

2.3 Select and Use Applications: Use productivity tools and common applications effectively and constructively.

2.3.1 Select and use common applications.

2.3.2 Select and use online applications.

	<p>2.4 Adapt to Change (Technology Fluency): Transfer current knowledge to new and emerging technologies.</p> <p>2.4.1 Formulate and synthesize new knowledge.</p>
English Language Arts	<p>11-12. L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>11-12. L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</p> <p>q) Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>r) Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p> <p>s) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>11-12. L.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>11-12.RST.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p> <p>11-12.RST.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.</p> <p>11-12.RST.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p>11-12.RST.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p>11-12. SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>q) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>r) Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>s) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>t) Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>11-12. SL.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>11-12. SL.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>11-12. SL.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>11-12. SL.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p> <p>11-12. WHST.1 Write arguments focused on discipline-specific content.</p>

	<p>m) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p>n) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>o) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>p) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>q) Provide a concluding statement or section that follows from or supports the argument presented.</p> <p>11-12. WHST.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>11-12. WHST.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>11-12. WHST.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>11-12. WHST.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>11-12. WHST.9 Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>11-12. WHST.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
Environment & Sustainability	
Financial Education	
Health and Physical Education	
Mathematics	<p>FOUNDATIONS</p> <p>Mathematics Number & Quantity</p> <p>Quantities</p> <p>N-Q.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.</p> <p>N-Q.2 Define appropriate quantities for the purpose of descriptive modeling.</p> <p>N-Q.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p> <p>S – Statistics and Probability</p> <p>S-ID - Interpreting Categorical & Quantitative Data</p> <p>S-ID.1 Represent data with plots on the real number line (dot plots, histograms, and box plots).</p> <p>S-IC - Making Inferences & Justifying Conclusions</p>
Science	
Social Studies	<p><u>Economics</u></p> <p>Component 2.1: Understands that people have to make choices between wants and needs and evaluate the outcomes of those choices.</p> <p>2.1.1 Analyzes how the costs and benefits of economic choices have shaped events in the world in the past or present. (9/10)</p> <p>2.1.1 Analyzes the incentives for people's economic choices in the United States in the past or present. (11)</p> <p>2.1.1 Analyzes how economic choices made by groups and individuals in the global economy can impose costs and provide benefits. (12)</p> <p>Component 2.2: Understands how economic systems function.</p>

	<p>2.2.1 Understands and analyzes how planned and market economies have shaped the production, distribution, and consumption of goods, services, and resources around the world in the past or present. (9/10)</p> <p>2.2.1 Understands that nations have competing philosophies about how best to produce, distribute, and consume goods, services, and resources. (11)</p> <p>2.2.1 Analyzes and evaluates the advantages and disadvantages of different economic systems for countries and groups of people (12)</p> <p>2.2.2 Analyzes how and why countries have specialized in the production of particular goods and services in the past or present. (9/10)</p> <p>2.2.2 Analyzes how comparative advantage has affected U.S. imports and exports in the past or present. (11)</p> <p>2.2.2 Analyzes and evaluates the effects of specialization on global trade. (12)</p> <p>Component 2.3: Understands the government's role in the economy.</p> <p>2.3.1 Analyzes the costs and benefits of government trade policies from around the world in the past or present. (9/10)</p> <p>2.3.1 Evaluates the role of the U.S. government in regulating a market economy in the past or present. (11)</p> <p>2.3.1 Evaluates the costs and benefits of governmental fiscal and monetary policies. (12)</p> <p>Component 2.4: Understands the economic issues and problems that all societies face.</p> <p>2.4.1 Analyzes and evaluates how people across the world have addressed issues involved with the distribution of resources and sustainability in the past or present. (9/10)</p> <p>2.4.1 Analyzes and evaluates how individuals affect and are affected by the distribution of resources and sustainability. (12)</p> <p><u>History</u></p> <p>Component 4.1: Understands historical chronology.</p> <p>4.1.1 Analyzes change and continuity within a historical time period. (9/10)</p> <p>Component 4.3: Understands that there are multiple perspectives and interpretations of historical events.</p> <p>4.3.1 Analyzes differing interpretations of events in U.S. history (1890—present). (11)</p> <p>4.3.1 Analyzes the motives and interests behind an interpretation of a recent event. (12)</p> <p>4.3.2 Analyzes the multiple causal factors of conflicts in world history (1450—present). (9/10)</p> <p>4.3.2 Analyzes multiple causes of events in U.S. history, distinguishing between proximate and long-term causal factors (1890—present). (11)</p> <p>Component 4.4: Uses history to understand the present and plan for the future.</p> <p>4.4.1 Analyzes how an understanding of world history can help us prevent problems today. (9/10)</p> <p>4.4.1 Analyzes how an understanding of U.S. history can help us prevent problems today. (11)</p> <p>4.4.1 Evaluates positions on a current issue based on an analysis of history. (12)</p> <p>Component 5.1: Uses critical reasoning skills to analyze and evaluate positions.</p> <p>5.1.1 Analyzes the short-term and long-term implications of decisions affecting the global community. (12)</p> <p>5.1.2 Evaluates the plausibility of an analysis of decisions affecting the global community. (12)</p> <p>Component 5.2: Uses inquiry-based research</p> <p>5.2.1 Creates and uses research questions that are tied to an essential question to focus inquiry on an idea, issue, or event. (9/10)</p> <p>5.2.1 Evaluates and revises research questions to refine inquiry on an issue or event. (11)</p> <p>5.2.2 Evaluates the validity, reliability, and credibility of sources when researching an issue or event. (11)</p> <p>5.3.1 Evaluates one's own viewpoint and the viewpoints of others in the context of a discussion. (9/10)</p> <p>5.4.1 Evaluates positions and evidence to make one's own decisions in a paper or presentation. (12)</p> <p>5.4.2 Creates strategies to avoid plagiarism and respects intellectual property when developing a paper or presentation. (9/10)</p>
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21st Century Skills

Check those that students will demonstrate in this course:

<p>LEARNING & INNOVATION</p> <p>Creativity and Innovation</p> <p><input type="checkbox"/> Think Creatively</p> <p><input type="checkbox"/> Work Creatively with Others</p> <p><input type="checkbox"/> Implement Innovations</p> <p>Critical Thinking and Problem Solving</p> <p><input type="checkbox"/> Reason Effectively</p> <p><input type="checkbox"/> Use Systems Thinking</p> <p><input type="checkbox"/> Make Judgments and Decisions</p> <p><input type="checkbox"/> Solve Problems</p> <p>Communication and Collaboration</p> <p><input type="checkbox"/> Communicate Clearly</p> <p><input type="checkbox"/> Collaborate with Others</p>	<p>INFORMATION, MEDIA & TECHNOLOGY SKILLS</p> <p>Information Literacy</p> <p><input type="checkbox"/> Access and /evaluate Information</p> <p><input type="checkbox"/> Use and Manage Information</p> <p>Media Literacy</p> <p><input type="checkbox"/> Analyze Media</p> <p><input type="checkbox"/> Create Media Products</p> <p>Information, Communications and Technology (ICT Literacy)</p> <p><input type="checkbox"/> Apply Technology Effectively</p>	<p>LIFE & CAREER SKILLS</p> <p>Flexibility and Adaptability</p> <p><input type="checkbox"/> Adapt to Change</p> <p><input type="checkbox"/> Be Flexible</p> <p>Initiative and Self-Direction</p> <p><input type="checkbox"/> Manage Goals and Time</p> <p><input type="checkbox"/> Work Independently</p> <p><input type="checkbox"/> Be Self-Directed Learners</p> <p>Social and Cross-Cultural</p> <p><input type="checkbox"/> Interact Effectively with Others</p> <p><input type="checkbox"/> Work Effectively in Diverse Teams</p> <p>Productivity and Accountability</p> <p><input type="checkbox"/> Manage Projects</p> <p><input type="checkbox"/> Produce Results</p> <p>Leadership and Responsibility</p> <p><input type="checkbox"/> Guide and Lead Others</p> <p><input type="checkbox"/> Be Responsible to Others</p>
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